DOCUMENT RESUME

ED 337 436 SP 033 327

AUTHOR Page, Jane A.; Page, Fred M., Jr.
TITLE The Teaching Profession As Perceived by African-Americans.
PUB DATE 3 Apr 91
NOTE 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Black Students; *Black Teachers; Career Choice; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Higher Education; *Labor Turnover; *Preservice Teacher Education; Questionnaires; *Teacher Attitudes; Teacher Background; *Teacher Recruitment; Teaching Conditions
IDENTIFIERS *African Americans; Georgia

ABSTRACT

A study examined factors contributing to the decline in numbers of African-American teachers, with four objectives: (1) to identify factors encouraging and discouraging them to consider teaching as a career; (2) to determine differences in their perceptions by background variables; (3) to determine factors influencing them to leave the profession; and (4) to identify recommendations for recruitment and retention of African-American teachers. From 1989-1990, researchers gathered data from 64 schools in southern Georgia, and they selected 16 African-American college students and 11 educators for interviews. Part 1 of a questionnaire asked for background data on preparation, teaching position, and personal characteristics. Part 2 allowed teachers to identify their perceptions of teaching as a career. The interview process let them analyze findings from the survey research. Results suggest the major deterrent to majoring in education is salary. Both college students and teachers emphasized the importance of encouraging students to consider teaching when they are young. Subjects listed the consistent assignment of African-American teachers to low-level classes and/or classes with behavior problems as a reason many leave the profession. Four appendixes offer the survey instrument, three tables, a case study based on a teacher interview, and a list of 17 references. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THE TEACHING PROFESSION AS PERCEIVED BY AFRICAN-AMERICANS

ED337436

Jane A. Page
Fred M. Page, Jr.

Georgia Southern University

A Paper Presented at the
American Educational Research Association's
1991 Annual Meeting
Session 5:15
April 3, 1991
Chicago, Illinois

This research was partially funded by
The University System of Georgia Regents
Special Initiative Funding Grant

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. M. Page, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP033327

INTRODUCTION

"By all indications, within the next decade, the majority of children in the United States will complete elementary and secondary school without encountering a minority teacher. Clearly, initiatives must be established now to assure a more culturally enlightened nation in the future" (AACTE, 1989). This need, as expressed by AACTE, has been reiterated by professional groups, school superintendents, and colleges of education throughout the nation during the second half of the 80's. However, as we enter the last decade of this century, progress toward this goal has not been accomplished. While there have been some exemplary programs (ex. California State at Domingues Hills, University of Louisville / Jefferson County Public Schools, and Xavier University of Louisiana), these have been overshadowed by the increasing decline of minority teachers. One might say that we are "taking one step forward and two steps back." An area of primary concern to the researchers is the decline of African-American teachers in the South. In this study, we have attempted to examine contributing factors and provide some recommendations.

OBJECTIVES

Four major objectives were the foci of this study:

1. To identify factors which encourage and discourage African-Americans in their consideration of teaching as a career.
2. To determine differences in perceptions of African-Americans categorized on the basis of background variables.

3. To determine factors which influence African-Americans to leave the teaching profession.

4. To identify recommendations for recruitment and retention of African-American teachers.

PERSPECTIVES

A review of recent literature reveals the increasing concern of educators, administrators, and sociologists related to the marked decline in the number of African-American teachers and teacher education students. The decrease in the number of African-American teachers is accompanied by a large increase in the number of African-American students, "perhaps reaching 40% of the public school population by the year 2000" (Graham, 1987). This critical dilemma, in which large numbers of African-American students will move through the system with few (if any) African-American teachers, is already occurring in many areas of the Southeast. For example, in the state of Georgia, African-American students make up approximately 40% of the total public school population. The percentage of African-American teachers is approximately 20% and is declining yearly (Professional Standards Commission, 1991). Some trend watchers have predicted that the number of African-American teachers in Georgia may decline to less than 6% during the 1990's (Alexander, 1989). This decline is primarily a result of a diminishing number of African-American students entering teacher education. However, the limited number of minority students entering teacher education is not the

only factor. According to Metropolitan Life Foundation's annual report (The American Teacher, 1988), minority teachers are far more likely than majority teachers to leave the profession.

The need for having appropriate minority representation in the teaching profession is significant and has been recognized. The primary reason provided is that teachers serve as role models for children. Graham (1987) and others express concern that African-Americans, as well as other minority groups, would benefit more directly from a teacher role model when that teacher is a member of the students' minority. Of course, white students would also benefit from experiences with African-American teachers. Recruitment from minority groups may also help to alleviate the severe teacher shortages many states are having. Earlier studies by the authors of this report reveal that African-Americans view many factors related to teaching in a more positive manner than do Caucasians (Page, 1981, 1982, 1983, 1987).

Why is there a decline in the number of African-American teachers and teacher education students? The primary reason cited in recent literature is the increased use of standardized tests for screening and evaluation purposes (ex. Dilworth, 1986, Futrell, 1986, Witty, 1986, Morehead, 1986, George, 1985, Hackley, 1985 and Mercer, 1984). Certainly, this is a factor. However, data obtained in earlier studies conducted by the authors point to other important contributing factors. As new opportunities have opened up for minorities in the business world, the attractiveness of the teaching profession has diminished.

An important variable in the decisions of these minorities is, of course, salary. There is also some indication that the common assignment of minority teachers to teaching situations that are more stressful (i.e. low ability groups, groups with behavior problems, etc.) is a deterrent.

"Although the research literature is generous in its review and analysis of teachers as an occupational group, very little contributes to thinking on subgroups of this population and how they may differ from others in their attraction to and conduct of teaching" (Dilworth, 1990). This study of African-American perceptions of teaching is one attempt to address this deficiency.

METHODS

The research was conducted using quantitative and qualitative methodology. The initial data were gathered through the utilization of a survey instrument designed by the researchers. Data analysis was completed during the 1989-1990 academic year. This initial analysis of a general population, including teachers of different races, led the researchers to the specific need for a specialized analysis for African-American teachers. The background research and analysis of data for these teachers were conducted during Spring, 1990. The qualitative aspect of this research was conducted during the summer and fall of 1990. Data were gathered through the use of interviews with African-American college students and educators. Descriptions of the subjects, collection of data, and data analysis follow.

Subjects

The target area for study consisted of 40 school systems in the southeastern portion of Georgia. Using a stratified random sampling technique, 64 schools were selected for participation. Superintendents in the systems were contacted for permission to survey the selected schools and 36 (85%) agreed. Surveys were returned by 56 (87.5%) of the schools. A total of 1436 (60%) of the surveys were completed by teachers in participating schools. Of this total, 285 were African-American teachers. The 27 subjects selected for the interview process were from the same geographic area. Efforts were made to include subjects with varying backgrounds.

Sixteen African-American college students were interviewed. These included ten males and six females from ages 18 to 22. There majors were diverse and included computer science, accounting, business management, mechanical engineering, history, finance, communication arts, and marketing. Only two of the interviewees were education majors.

Eleven educators were interviewed. These included one education professor, two high school teachers, four middle school teachers, four primary school teachers, and one counselor. The educators interviewed ranged in years of professional education experience from one to twenty-four.

Collection of Data

The survey instrument was developed by the researchers using factors that were emphasized in current professional literature. It included items in two areas.

Section I included 16 controlled-choice items. These items requested background information related to the individual's preparation, teaching position, and personal characteristics.

Section II provided an opportunity for teachers to identify their perceptions of teaching as a career. The first ten items requested that respondents identify the level of encouragement of various factors related to teaching. The ten factors were:

certification requirements	parental support
contributions to humanity	salary
fringe benefits	social status
job availability	student cooperation
job security	working conditions

Other items in this section asked teachers to rate their level of enjoyment of teaching for themselves and others and the appropriateness of the teaching profession for themselves and others. The final item in this section asked teachers to determine whether or not they would choose teaching again if they could start all over.

In addition to the controlled-choice items on the instrument, an open-ended item enabled teachers to provide comments related to the teaching profession. A copy of the instrument is included in Appendix A.

No formal instrument was used in the interview process. Instead, participants were provided with the results of the survey research and asked to provide their own analysis of the findings. Additionally, they were given the opportunity to comment on any factors that they felt were contributors to the shortage of African-American teachers. Many of the interviewees also offered suggestions for amelioration of this dilemma.

Analysis of Data

Frequency statistics were used to determine the population's responses to background information and perceptions of teaching as a career opportunity. Analysis of variance was computed to determine differences in perceptions of groups of teachers categorized on the basis of background variables. Open-ended responses on the instrument, as well as data collected through interviews, were analyzed using a qualitative categorization approach.

RESULTS

The findings are reported in three areas: background information for African-American teachers, perceptions of teaching as a career opportunity, and comments and suggestions provided by these subjects.

Background Information

The African-American survey respondents provided a pool of subjects with varying backgrounds and instructional settings. However, the results of some items are very different from the general population of teachers. For example, the African-American subjects are an aging group. Only 11.3% of these participants were in the 21-30 age group. This compares with 25.2% of the Caucasian respondents that were in this age group. Similarly, these teachers are an experienced group, many of them nearing retirement. Over one-fourth (26.4%) have more than 20 years experience. Other specific information related to community size, school size, organizational structure of school, sex, etc. can be found on Table 1 in Appendix B.

In an effort to determine roles of people that were influential in the decision to teach, the researchers included an item requesting identification of the most influential person in the subject's decision. Family member was identified by 42.6%, high school teacher by 20.8%, elementary teacher by 15.1%, friend by 9.4% and other by 5.7%. Other categories of personnel listed on the survey were identified by less than 3%.

Another item asked subjects to identify family members serving in the field of education. A very significant number of teachers had family members in education (60.4%). The most common responses were sister (38.2%), spouse (18.2%), brother (15.1%), and mother (10.5%).

A large number of subjects developed an interest in teaching at an early age; 18.1% were younger than 12, 18.4% were from 12 to 15, and 27.3% were from 16 to 18. A significant number (24.1) also became interested during the traditional college-age years of 19-21. A much smaller group (3.2%) became interested after the age of 25. This compares with a growing number of teachers from the general pool (7.8%) who became interested in the field at a "non-traditional" age.

Perceptions of Teaching

Frequencies

The subjects responded to 17 items related to teaching as a career choice. Table 2 presents percentages for each of these items. The African-American respondents seem to be very altruistic. The most encouraging factor in teaching was perceived to be its contribution to humanity. In fact, 45.9% (compared to 38.8% of Caucasians) rated this factor as very encouraging. Other encouraging factors were job availability and job security. The factor seen as most discouraging by these teachers was salary. Other factors seen as discouraging were parental support and student cooperation.

A large majority reported that they enjoyed teaching either all of the time (20.8%) or most of the time (62.3%). Many clarified this response with comments that differentiated between teaching and non-teaching duties. A little over half (53.1%) of the subjects agreed that teaching is a good career for

females, while 34.9% responded "yes" to the idea that teaching is a good career for males.

Although African-American teachers generally reported positive views of factors related to the teaching career, they were not very likely to encourage their own sons and daughters to enter the profession. When asked whether they would encourage an interested daughter to pursue teaching, only 19.9% (compared to 25.9% Caucasian teachers) responded affirmatively while 33.2% said "no." Even fewer (15.8%) would encourage an interested son, with others responding to this statement in more negative categories: possibly (24.8%), doubtfully (20.1%), and no (39.2%).

A most discouraging factor was revealed in the responses of African-American teachers to the item asking them to evaluate their own career choice by responding to the question: "If you could start all over again, would you choose teaching as a career?" Only 20.4% stated that they would choose teaching. Others responded with possibly (31.9%), doubtfully (18.6%) and no (29.1%). A comparison with Caucasian teachers from the general pool shows that while African-American teachers are generally more positive concerning specific aspects of the profession, they are significantly more negative in their evaluation of career choice and in their willingness to encourage their own children.

Differences Between Groups

Analysis of variance was computed to determine differences in perceptions of teaching between groups of African-American teachers categorized on the basis of background variables. There were 21 significant differences, at the .05 level, in perceptions of teaching as identified by responses to 17 items. Table 3 identifies specific statistical results. One variable, population of community, produced results of special interest. Teachers from smaller communities were significantly more positive on items related to teaching as a career choice than teachers from larger communities.

Comments and Suggestions

Analysis of open-ended responses and interviews has revealed a significant number of negative comments related to the profession and suggestions for improvement. A synthesis of these comments and suggestions by the researchers led to the identification of eight generalizations. These generalizations, along with explanations by the researchers and representative quotations from college students and educators, are included.

1. According to African-American college students the major deterrent to majoring in education is the salary that they desire. Thirteen of the sixteen students interviewed stressed that the low salary was the primary reason for not considering teaching as a career choice. A female accounting major's comments are representative. "Salary is the major reason (for not choosing

teaching). In order to accomplish dreams, you have to go where the money is. I want to provide a better life for my family. That takes money."

2. Economic woes are contributing to the decline of African-Americans attending college. Teachers cited low socio-economic status of families and reduced financial aid as obstacles. "Students are financially strained and find it difficult to obtain financial assistance." One student indicated that a friend of hers chose nursing over teaching because a regional hospital was financing her nursing education. Other students also emphasized the need for more financial aid.

3. We need to look at what is occurring in the primary and middle grades to determine reasons for the low numbers of African-Americans preparing for college in high school. In many of the school systems in southeast Georgia, tracking is a prevalent practice. Teachers indicated that students' futures were determined for them when they were in kindergarten or first grade. And, for most African-American youth, this future does not include college. "I really think that tracking our children when they are in the first grade is why so few are going to college. It would be different if they were actually helping these students to catch up. If you are going to label my seven year old as slow then do something to help him." Teachers stated that they had discussed this with school system administrators but that no one seemed to care. "We know that tracking doesn't work but schools continue to

do it because it pleases some parents. My school system is practically segregated again because of tracking."

4. A major hinderance to the number of African-American students that prepare themselves for college is their self-concept. Although this can be partially attributed to continued difficulties in school settings, the general social situation for the African-American youth is a contributer. A 23 year old male seventh grade teacher expressed his apprehension. "There are devastating social problems that so severely impact the African-American. Drugs, teenage pregnancy, alcoholism, broken homes and black on black crime are examples. These are such formidable enemies for a young black creative mind to overcome. It is a battle that I fear we are losing." Not having any (or very few) black role models in the schools to influence students and assist students as they struggle with these societal problems was also cited as a limitation.

5. Testing of inservice teachers was cited as a negative factor by five of the teachers. "The criteria for entering the profession seem endless. There are so many obstacles, such as the testing and evaluation procedures, that many of the teachers or potential teachers get frustrated and give up."

6. Stress related factors are also hindrances. According to one teacher, "There is an ever increasing burden being placed on the educational institution. Society looks to this institution to compensate for the non-existent home. We can't do that and remain sane." Similar comments related to working conditions were made by the students.

7. The consistent assignment of African-American teachers to low level classes and/or classes with behavior problems encourages many to leave the profession. One frustrated teacher stated, "Nobody cares where you went to college or what your grades were. If you're black, you're going to teach lower levels." (See Case Study, Appendix C.) An informal survey of one south Georgia system by the researchers indicated that this concern is valid.

8. African-American college students and teachers emphasized the importance of encouraging students to consider teaching when they are young. One teacher suggested that we have "Future Teachers" clubs in elementary and middle schools for exposure. A college student provided this recommendation. "Get minorities emotionally involved in the education process while they're young; that is have them work in childcare centers, tutoring programs, and as student aides."

EDUCATIONAL IMPORTANCE

The African-American subjects who participated in this study seemed to have messages on opposing ends of an evaluative continuum. While various factors related to the teaching profession are generally perceived as encouraging, African-Americans do not tend to view the teaching profession as a good career opportunity for today's young people. Special recruiting efforts by colleges of education are important. However, findings indicate that we need to improve some basic problems in the profession if we are to be

truly successful. Many of these problems can be alleviated by increased funding for salaries, scholarships, etc. However, many of the concerns can be ameliorated only through a change in school practices.

Findings from this research should assist individuals in decision-making positions as they seek to make the profession more attractive to African-Americans. "A successful minority recruitment and retention program will require cooperation and coordination with many different groups" (Middleton, 1988). Perhaps those that should be involved in initial efforts are the minority group members themselves. This study provides a source for such involvement.

Appendix A

Survey Instrument

PERCEPTIONS OF THE TEACHING PROFESSION

BACKGROUND INFORMATION

Directions

Please circle the appropriate response(s) for each item.

1. The population of the community in which your school is located:

   a. Less than 10,000 b. 10,000-20,000 c. 20,001-50,000
   d. 50,001-100,000 e. more than 100,000

2. The student enrollment of your school:

   a. less than 300 b. 300-750 c. 751-1200 d. 1201-1650
   e. more than 1650

3. Grade levels in the organizational structure of your school:

   K 1 2 3 4 5 6 7 8 9 10 11 12

4. Grade level(s) for which you have instructional responsibility:

   K 1 2 3 4 5 6 7 8 9 10 11 12

5. For how many subject preparations are you responsible on most days?

   1 2 3 4 5 or more

6. The highest academic degree you have attained:

   a. baccalaureate b. masters c. specialist (sixth year)
   d. doctorate

7. As an undergraduate student, did you earn a degree in education?

   a. Yes b. No

8. For which grade levels are you certified?

   a. K-4 c. 7-12 (specify field _____)
   b. 4-8 d. K-12 (specify field _____)

9. Your approximate undergraduate grade point average on a four point scale:

   a. 2.0-2.49 b. 2.5-2.99 c. 3.0-3.49 d. 3.5-3.99 e. 4.0

10. The most influential person in your decision to teach:

    a. family member d. high school teacher g. friend
    b. elementary teacher e. high school principal h. other (please
    c. elementary principal f. school counselor specify)

    _____

11. The relationship of each immediate family member who served or serves in the field of education:

a. brother c. father e. sister g. spouse
b. daughter d. mother f. son h. no relations

12. The age at which you initially developed an interest in teaching:

a. younger than 12 b. 12-15 c. 16-18 d. 19-21
e. 22-25 f. older than 25

13. Your current age:

a. 21-30 b. 31-40 c. 41-50 d. 51-60 e. 61-70
f. older than 70

14. Your sex:

a. male b. female

15. Your race:

a. Black b. White c. Hispanic
d. Other (please specify) _____

16. The number of years you have been teaching:

a. 0-5 b. 6-10 c. 11-15 d. 16-20 e. more than 20

PERCEPTIONS OF TEACHING AS A CAREER OPPORTUNITY

A. The following items represent various factors of teaching. Please rate each factor as you regard its relative degree of encouragement for those considering teaching as a career opportunity. Place the appropriate letter(s) in the space to the left of each number.

Ratings: VE - very encouraging; E - encouraging; D - discouraging; VD - very discouraging

_____1. certification requirements
_____2. contributions to humanity
_____3. fringe benefits
_____4. job availability
_____5. job security
_____6. parental support
_____7. salary
_____8. social status
_____9. student cooperation
_____10. working conditions

B. Enjoyment of teaching (circle the appropriate response)

1. I enjoy teaching:
   a. all of the time b. most of the time c. some of the time
   d. not very much of the time e. not at all

2. Most teachers enjoy teaching:
   a. all of the time b. most of the time c. some of the time
   d. not very much of the time e. not at all

C. Teacher candidates (circle the appropriate response)

1. Teaching is a good career for females:
   a. yes b. possibly c. doubtfully d. no

2. Teaching is a good career for males:
   a. yes b. possibly c. doubtfully d. no

3. I would encourage an interested daughter to pursue teaching:
   a. yes b. possibly c. doubtfully d. no

4. I would encourage an interested son to pursue teaching:
   a. yes b. possibly c. doubtfully d. no

D. Your career choice (circle the appropriate response)

1. If you could start all over again, would you choose teaching as a career?
   a. yes b. possibly c. doubtfully d. no

If you so desire, provide comments related to the teaching profession.

Appendix B

Tables

Table 1

BACKGROUND INFORMATION FOR AFRICAN-AMERICAN TEACHERS

	Variable	Percentages
1.	Population of community in which school is located:	
	a. less than 10,000	32.3
	b. 10,000 to 20,000	32.3
	c. 20,001 to 50,000	13.3
	d. 50,001 to 100,000	5.6
	e. more than 100,000	16.5
2.	Student enrollment of school:	
	a. less than 300	.7
	b. 300 to 750	50.9
	c. 751 to 1200	43.5
	d. 1201 to 1650	4.9
3.	Organizational structure of school:	
	a. elementary grades	46.3
	b. middle grades/junior high	22.9
	c. high school	27.8
	d. combination	3.0
	Grade level(s) taught:	
	a. elementary	47.0
	b. middle grades/junior high	24.2
	c. high school	28.4
	d. combination	.4
4.	Number of preparations per day:	
	a. one	14.4
	b. two	20.1
	c. three	10.4
	d. four	11.2
	e. five or more	43.9

Table 1 continued

5.	Highest degree attained:		
	a.	baccalaureate	60.1
	b.	masters	36.0
	c.	specialist	3.5
	d.	doctorate	.4
6.	Bachelors in Education		
	a.	yes	82.4
	b.	no	17.6
7.	Type of Certification		
	a.	K-4	17.4
	b.	4-8	19.1
	c.	1-8 or (K-4 and 4-8)	23.0
	d.	7-12	23.0
	e.	K-12	11.7
	f.	Dual	5.7
8.	Field of Certification		
	a.	art	.7
	b.	business	2.2
	c.	early childhood (K-4)	19.0
	d.	elementary (1-8)	24.1
	e.	English	6.9
	f.	foreign language	.4
	g.	health and physical education	5.5
	h.	home economics	.7
	i.	vocational	.4
	j.	reading	.4
	k.	math	4.4
	l.	music	1.5
	m.	science	2.9
	n.	social science	5.5
	o.	special education	3.6
	p.	middle grades	20.4
	q.	media/guidance	1.5

Table 1 continued

9.	Undergraduate grade point average:		
	a.	2.0 to 2.49	2.5
	b.	2.5 to 2.99	28.4
	c.	3.0 to 3.49	46.4
	d.	3.5 to 3.99	21.9
	e.	4.0	.7
10.	Most influential person in decision to teach:		
	a.	family member	42.6
	b.	elementary teacher	15.1
	c.	elementary principal	1.5
	d.	high school teacher	20.8
	e.	high school principal	2.6
	f.	school counselor	2.3
	g.	friend	9.4
	h.	other	5.7
11.	Family members serving in field of education:		
	a.	brother	15.1
	b.	daughter	3.5
	c.	father	3.5
	d.	mother	10.5
	e.	sister	38.2
	f.	son	1.8
	g.	spouse	18.2
	h.	none	39.6
12.	Age at which individual initially developed an interest in teaching:		
	a.	younger than 12	18.1
	b.	12-15	18.4
	c.	16-18	27.3
	d.	19-21	24.1
	e.	22-25	8.9
	f.	older than 25	3.2

Table 1 continued

13.	Current age:		
	a.	21-30	11.3
	b.	31-40	42.8
	c.	41-50	33.6
	d.	51-60	11.3
	e.	61-70	1.1
14.	Sex:		
	a.	female	83.5
	b.	male	16.5
15.	Years Experience		
	a.	0-5	15.1
	b.	6-10	12.7
	c.	11-15	20.8
	d.	16-20	25.0
	e.	>20	26.4

Table 2

PERCEPTIONS OF TEACHING AS A CAREER OPPORTUNITY

Variables	Percentages			
	Very Encouraging	Encouraging	Discouraging	Very Discouraging
A. Factors in teaching				
1. certification requirements	19.9	38.0	31.5	10.5
2. contribution to humanity	45.9	48.4	5.4	.4
3. fringe benefits	8.3	43.5	32.2	15.9
4. job availability	13.8	66.9	15.6	3.6
5. job security	11.2	63.0	20.7	5.1
6. parental support	8.3	26.1	43.1	22.5
7. salary	6.1	15.8	40.6	37.4
8. social status	5.1	53.6	30.1	11.2
9. student cooperation	6.9	33.9	41.2	18.1
10. working conditions	9.8	54.2	28.4	7.6
	All of the time	Most of the time	Some of the time	Not very much
B. Enjoyment of teaching				
1. I enjoy teaching:	20.8	62.3	14.4	2.5
2. Most teachers enjoy teaching:	3.9	65.7	25.4	4.9
	Yes	Possibly	Doubtfully	No
C. Teacher candidates				
1. Teaching is a good career for females	53.1	40.1	5.4	1.4
2. Teaching is a good career for males	34.9	45.0	13.7	6.5
3. I would encourage an interested daughter to pursue teaching	19.9	28.9	18.1	33.2
4. I would encourage an interested son to pursue teaching	15.8	24.8	20.1	39.2

	Yes	Possibly	Doubtfully	No
D. Your career choice				
If you could start all over again, would you choose teaching as a career	20.4	31.9	18.6	29.1

Table 3

SIGNIFICANT DIFFERENCES IN PERCEPTIONS BETWEEN GROUPS CATEGORIZED ON THE BASIS OF BACKGROUND VARIABLES

Community Population	ratio	prob.	*direction of significance
Good Career for Females	2.63	.0350	10to20+,<10,20to50,>100,50to100-
Good Career for Males	5.64	.0002	10to20+,>100+,<10+,20to50,50to100-
Encourage Daughter	2.74	.0293	10to20+,<10-,50to100,>100,20to50
Encourage Son	4.18	.0027	10to20+,<10-,>100,20to50,50to100
Student Enrollment	**ratio**	**prob.**	**direction of significance**
Job Availability	3.97	.0086	<300+,300to750-, 751to1200-, 1201to1650-
			<300,300to750+,751to1200-, 1201to1650
Type of School	**ratio**	**prob.**	**direction of significance**
Good Career for Males	4.06	.0182	H.S.+,Elem.,Middle-
Bachelors in Education	**ratio**	**prob.**	**direction of significance**
Student Cooperation	4.69	.0312	Yes+,No-
Level of Certification	**ratio**	**prob.**	**direction of significance**
Certification Requirements	2.81	.0173	Kto4+,E/S,E/M,Kto12,4to8,7to12-
Encourage Son	2.64	.0234	Kto12+, Kto4, E/S, 7to12, E/M,4to8-
Grade Point Average	**ratio**	**prob.**	**direction of significance**
Certification Requirements	3.02	.0184	4.0,2.0to2.49+, 3.03.49- 3.5to3.99-,2.5to2.99-
Fringe Benefits	2.54	.0400	2.0to2.49+, 4.0, 2.5to2.99, 3.5to3.99, 3.0to3.49-

* Groups are identified from most positive to least positive.

Plus (+) and minus (-) indicate a .05 level of significance between groups.

Most Influential Person	ratio	prob.	direction of significance
Student Cooperation	2.11	.0434	SC+,FM,HT,EP,F,HP,ET,O-
Encourage Daughter	2.16	.0381	EP,SC,HP,ET,HT,FM,O,F
Encourage Son	2.61	.0127	EP,HP,SC,HT,ET,FM,O,F

KEY: F=Family Member, ET=Elementary Teacher, EP=Elementary Principal, HT=High School Teacher, HP=High School Principal, SC=School Counselor, F=Friend, O=Other

Age First Interested	ratio	prob.	direction of significance
Certification requirements	2.40	.0337	>25+,16to18, <12,19to21,22to25,12to15-
Contributions to Humanity	2.47	.0327	<12+,19to21,>25,22to25,12to15,16to18-
Good Career for Females	2.56	.0277	12to15+,19to21,<12,16to18,22to25,>25-

Present Age	ratio	prob.	direction of significance
Fringe Benefits	2.85	.0048	61to70+,41to50-,51to60-,31to40-,21to30-

Sex	ratio	prob.	direction of significance
Encourage son	4.35	.0378	M+,F-

Years Experience	ratio	prob.	direction of significance
Certification Requirements	3.72	.0058	16to20+,>20+,0to5,11to15-,6to10-
Salary	2.96	.0202	>20+,16to20,0to5,11to15-,6to10

Appendix C

A Case Study

A CASE STUDY

The following was based on an interview with a teacher in southeast Georgia. The name and some identifying information have been changed to insure anonymity.

When Connie Parrish was a teenager, she knew that she wanted to do something special with her life. She wanted to go to college. Most of her friends in her small south Georgia town were not planning to go to college. They were either going to work, vocational school, or were already raising children. But Connie had worked hard to make good grades in her college prep classes and she was intent on achieving her goal. So in 1979, she enrolled in a small junior college near her hometown. She was one of only a handful of African-American students there. Public schools in Georgia had only recently achieved full implementation of court ordered desegregation plans and the private colleges (like this one) had just begun to receive and accept applications from African-Americans.

Connie graduated with an associate degree after two years and transferred to a large senior college. She continued to work hard and maintain a high GPA. On a hot June day in 1983, she received a BA in Biology, her favorite subject. By the time she obtained her degree, she was convinced that

she wanted to spend her life making science as exciting for other young people as it had been for her. Connie was going to be a teacher!

Connie moved with her new husband to a community near a college where he worked in a local factory and she taught school while working toward certification. After obtaining her teaching certificate, she decided to continue her education and received a Masters degree in 1986. Connie and her husband moved once more when he received a better job offer in another community and she obtained a job at the local high school.

Connie was told by the administrator that usually new teachers in the school taught the lower levels. After each year, teachers could make requests for certain classes, grades, and levels. Connie observed that only ten of the 98 teachers in the school were African-American. This was in a system where 40% of the students were black. She also observed that the African-American teachers taught lower level classes. Connie was very dedicated and strived to motivate the young people in her classes which were largely made up of black students. The students responded well to her but were far behind in the skills needed to read their textbooks. Most of them had been tracked into the low level by the system when they were in the first grade and had remained there. Although they seemed to like and respect her, they were disinterested in learning about science. In fact, they did not seem to be interested in anything to do with school. Most of them said they were just waiting to drop out. This was very discouraging for Connie. At the end of the year, Connie requested that she be given some upper level classes with the lower classes. This request

was not honored. However, at the end of the next year, she was more persistent. She was told that she may be given some upper level classes but would not be given any "Advanced" classes. After further investigation, Connie realized that there were students in this system assigned to the Advanced level who could go all the way through school without ever having an African-American teacher.

The following year a new young white teacher was hired in the school. She was inexperienced and asked Connie for assistance. Connie provided her with help in planning and gave her materials. The young lady was most appreciative of the help received throughout the year. At the beginning of the next year the young teacher was told that she would be assigned to teach the advanced biology classes. She objected and said that she did not feel ready to do this. However, she was told by the administrator that since the teacher that taught these classes the previous year was gone, she had no choice. Of course, Connie was very discouraged. When she asked the principal about her request to teach these classes, he told her it had been misplaced and he forgot about it. Another year, he told her that since she was pregnant, the advanced class would be too stressful for her. Finally, he admitted that there were some students whose parents would not want them to have a black teacher. "If you don't like it, then maybe you don't belong here." This comment was made to her at 8:30 one morning. Connie wanted to walk out. But she had students waiting for her. She went back to her classroom.

Because Connie dared to question this practice and the system's practice of tracking children in the first grade, she felt that remarks were made to her by the principal to humiliate her. Some of the faculty began to treat her differently also. "How dare she attempt to move into an area where she obviously wasn't wanted!" Her three year old was denied admittance to the school's preschool program. She was told that it was because she didn't sign him up when he was born. However, the new white coach got his child into the class his first year at the school.

Connie wanted to quit. But she loved to teach and she needed the money. She wanted to initiate a law suit. But legal fees were outrageously high. She wanted to cry. And she did.

This case study has no happy ending. Connie is still teaching in the same school under the same conditions. She represents many African-American teachers that may still be victims of prejudice in our public schools.

Appendix D

References

REFERENCES

AACTE, (1989). Recruiting Minority Teachers: A Practical Guide. Washington, D.C., AACTE Pulications.

Alexander, L. and Miller, J.W. (1989). The recruitment, incentive, and retention programs for minority preservice teachers. In A. Garibaldi (Ed.) Teacher Recruitment and Retention with a Special Focus on Minority Teachers. Washington, D.C.: National Education Association, 45-51.

Dilworth, M.E. (1990). Reading Between the Lines: Teachers and their Racial/Ethnic Cultures. ERIC Teachers Education Monograph No. 11. Washington, D.C., Clearinghouse on Teacher Education.

Dilworth, M.E. (1986). Teacher testing: Adjustments for schools, colleges, and departments of education. Journal of Negro Education, 55 (3), 368-378.

Futrell, M.H. and Robinson, S.P. (1986). Testing teachers: An overview of NEA's position, policy, and involvement. Journal of Negro Education, 55 (3), 394-404.

George, P. (1985). Teacher testing and the historically Black college. Journal of Teacher Education, 36 (6), 54-57.

Graham, P.A. (1987). Black teachers: A drastically scarce resource. Phi Delta Kappan, 68, 698-605.

Hackley, L.V. (1985). The decline in the number of Black teachers can be reversed. Educational Measurement: Issues and Practice, 4 (3), 17-19.

Mercer, W.A. (1984). Teacher education admission requirements: Alternatives for Black, prospective teachers and other minorities. Journal of Teacher Education, 35 (1), 26-29.

Middleton, E.J., Mason, E.J., Barnard, H.V., and Bickel, F. (1989). Building Collaborative Relationships for the Recruitment and Retention of Minority Students in Teacher Education. Third National Conference. Lexington, Ky: University of Kentucky Press.

Morehead, M.A. (1986). Minorities and admission to teacher education. Action in Teacher Education, 8(1), 61-64.

Page, F.M. (1982). Children without teachers: A crisis in the making. Journal of Teacher Education, 33 (6), 45.

Page, J.A. (1983). Pre-service and in-service teachers' perceptions of the teaching profession: Optimism versus realism. Phi Delta Kappan, 64 (9), 662-663.

Page, J.A., et. al. (1981). Most high school seniors ignore teaching career. Phi Delta Kappan, 62 (3), 32-33.

Professional Standards Commission. (1991). Profile of Georgia Public School Personnel, Atlanta, Ga.: An annual report produced by Georgia's Professional Standard's Commission.

Strickland, J.F., Page, J.A., and Page, F.M. (1987). Preservice teachers perceptions of teaching as a career. Education, 108 (2), 252-262.

Witty, E.P. (1986). Testing teacher performance. Journal of Negro Education, 55 (3), 358-367.